ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 6/17/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED000062	7400	N.A.	

4. AUTHOR(S):
Slater, Carol and Landau, Ellen

5. TITLE OF DOCUMENT ABSTRACTED:
A Second Report - The Public's Picture of Higher Education in the State of Michigan: Attitudes Toward Three Current Problems and Two Suggested Solutions

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Univ. of Mich. Ann Arbor, Mich
ST.
CITY, STATE
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
The University of Mich.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	60	77

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
survey

16. INDEXING TERMS (6-12)

surveys	salaries	planning		
enrollments	fees	development		
teachers	finance	government		

17. ABSTRACT (MAX. 250 WORDS)

A statewide survey, conducted by the Survey Research Center of the University of Michigan, deals with the public awareness of three problems of higher education: Information about increasing college enrollment, attitudes toward increasing faculty salaries, and estimates of present cost of college education. Also is concerned with public preference for two sets of suggested solutions: Preference for enlarging existing schools or building more colleges, and preference for tax or private sources of financial support for meeting increasing financial needs of colleges and universities. The survey was based on interviews with a representative cross-section sample of 950 men and women in the State.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

5-9 R. #7400

Reporter 5

HE 7400

A SECOND REPORT . . .

THE PUBLIC'S PICTURE OF HIGHER EDUCATION IN THE STATE OF MICHIGAN: ATTITUDES TOWARD THREE CURRENT PROBLEMS AND TWO SUGGESTED SOLUTIONS

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

A Statewide Survey

conducted by the

Survey Research Center
The University of Michigan
Ann Arbor, Michigan

for the

Association of Governing Boards and Presidents
of State Universities and Colleges of Michigan

ED 000062

April, 1960

(mimeo.), 77p.

LI 001 751 HE

This project was directed by Dr. Stephen Withey of the Survey Research Center, with the assistance of Jack McLeod and James Swinehart.

Irene Hess was in charge of sampling procedures. The field staff and interviewing procedures were directed by Dr. Charles Cannell and Mary Lou Carpenter. Content analysis and coding of interviews were administered by Doris Muehl and IBM analyses were supervised by John Sonquist.

This report was prepared by Dr. Carol Slater and Ellen Landau.

TABLE OF CONTENTS

ABOUT THIS REPORT 1

The Study 1
This Report - Some Comparisons 1
Three Problems and Two Solutions 2
A Cautionary Note 2

AN OVERVIEW - PUBLIC AWARENESS OF THREE PROBLEMS OF HIGHER EDUCATION 3

I. PUBLIC AWARENESS OF THREE PROBLEMS OF HIGHER EDUCATION 6

A. Information about Increasing College Enrollment 6
B. Attitudes toward Increasing Faculty Salaries 10
C. Estimates of the Present Cost of a College Education .. 13
D. Patterns of Information about Higher Education 16

AN OVERVIEW - PUBLIC PREFERENCE FOR TWO SETS OF SUGGESTED SOLUTIONS 19

II. PUBLIC PREFERENCE FOR TWO SETS OF SUGGESTED SOLUTIONS 21

A. Preference for Enlarging Existing Schools or Building More Colleges 21
B. Preferences for Tax or Private Sources of Financial Support 23

III. TABLES 30

APPENDIXES 71

A. Sampling Methods 72
B. Sampling Error 74

ABOUT THIS REPORT

The Study

In May and June of 1959, the Survey Research Center of The University of Michigan, with the support and cooperation of the Association of Governing Boards and Presidents of State Universities and Colleges of Michigan, carried out a survey of attitudes toward higher education in the State of Michigan. A representative cross-section sample of 950 men and women in the State were interviewed and asked to give their opinions on a variety of topics, ranging from their plans for their children's education to their ideas about the functions of colleges and their impressions of the personal characteristics of faculty members.[1] Over-all findings with respect to many of these items have been described in "A Preliminary Report: The Public's Picture of Higher Education in the State of Michigan" (September, 1959).

This Report - Some Comparisons

In interpreting and utilizing this information, it is often useful to know, in addition to the over-all picture, whether various sub-groups within the population differ from each other--whether certain attitudes and beliefs about higher education are more common among some groups of respondents than others. This more detailed analysis makes possible, first of all, a better understanding and a more differentiated approach to various sub-groups. It is helpful to know, for example, that information which is news to a third of one group is already likely to be familiar to nine out of ten people in another.

In this report we shall, therefore, give separate consideration to the patterns of answers found within some of the more visible groups in the State: opinions expressed by members of organizations in contrast to those of non-members, by blue-collar workers compared with white-collar workers, by college educated people and those with less formal schooling. In some instances, we shall find that members of these groups would constitute quite different kinds of potential audiences; in other cases, we shall see few if any differences among them.

---

[1] A description of how this sample was chosen may be found in Appendix A.

In this more detailed treatment of the survey findings we shall also make another kind of comparison. We shall ask, for instance, whether approval of tax support for higher education is more common among people who think that primary and secondary schools are doing a good job than among those who do not. Answers to this kind of question may, in the context of past experience, suggest working hypotheses about the kinds of attitudes and beliefs that go together in people's view of education. We shall look to see not only who hold certain opinions, but what other attitudes these people have which may be relevant to their answers to these particular questions.

Three Problems and Two Solutions

This "close-up" view will be taken in a consideration of public attitudes toward some immediate sources of concern in higher education. First, we shall look at public awareness of the prospect of greatly increased enrollment, belief in the need for higher faculty salaries and estimates of the current cost of college education to the student and his family. Secondly, we shall ask what characteristics are associated with a preference for one rather than another suggested solution to these and other problems. Which people are more likely to favor tax aid in meeting the schools' financial burdens and which are more apt to favor increasing the contribution of students and their families? Can we locate groups who are more likely to endorse the expedient of simply enlarging existing colleges and universities, in contrast to those who believe that more colleges should be built?

A Cautionary Note

In attempting to make sense out of these comparisons, it is well to keep in mind that not every difference observed between sub-groups in the sample is equally likely to represent a "real" difference between sub-groups in the population as a whole. Small differences between sub-groups in the sample are likely to occur even when there are actually no meaningful differences between groups in the population. In this report, unless otherwise noted, attention will be drawn only to differences between groups in the sample which would be relatively unlikely to occur--five times out of a hundred or less--if the sub-groups in the population did not differ.[2] A consideration of smaller differences should always include the possibility that they may be the result of the particular sample chosen and thus do not represent differences in the population itself.

---

[2] A more detailed treatment of sampling error in this study may be found in Appendix B.

I. PUBLIC AWARENESS OF THREE PROBLEMS OF HIGHER EDUCATION

AN OVERVIEW

In this section, we shall consider public attitudes and information about:

....increasing college enrollment

....the adequacy of present faculty salaries

....current cost to a student and his family of college education in Michigan.

We shall see that the level of public awareness varies with the particular issue under consideration.

....4% say they have no idea what future enrollment figures will be like.

....15% say they do not know what proportion of faculty members now receive adequate salaries.

....28% say they do not know how much it would cost to send a student to a large Michigan college for a year.

People's answers also suggest that while a lack of information in one of these areas tends to go along with a lack of information in the others, knowledge about one problem does not guarantee a perception of the others.

....One-quarter of those who are aware of rising enrollment give low or borderline estimates of the cost of college education.

....About three out of ten of those who are aware of rising enrollment feel that a majority of faculty members are now receiving adequate salaries and do not deserve any increase.

Primary attention will be focussed on differences between groups within the State.

If we think of "audience" drawn from various sub-groups, we shall see that in some--those made up of the better educated, the organizationally active, members of the white-collar occupations or parents of children in or at the brink of college--we may reasonably expect to find a higher than average proportion of people who are aware of the concerns of higher education.

....Among respondents with some college training who are highly active in voluntary organizations, only 6% fail to predict some sizeable increase in future college enrollment.

....Among respondents with some college training, only 1% give serious underestimates--less than $800 a year--of the cost of college education in the State.

....Among respondents with some college training who are currently planning or providing for a child's college education, 82% agree that less than half of all faculty members are now receiving adequate salaries.

In audiences drawn from other groups--those made up of the less well educated, those without membership in any sort of voluntary organization, members of the blue-collar occupations or those with no reasonably immediate prospect of sending a child to college--we shall find reason to anticipate a somewhat lower than average proportion of people who share this information or these attitudes.

....Among blue-collar workers with no immediate prospects of sending a child to college, 30% fail to predict any sizeable increase in future college enrollment.

....Among respondents who have had grade school education only and belong to no voluntary organizations, 26% give serious underestimates--less than $800 a year--of the cost of college education in the State.

....Among respondents who have had grade school education only, 42% say that more than half of all faculty members are now receiving adequate salaries and do not deserve any increase.

In the next section, attention will focus on public attitudes toward:

....tax and private support for higher education

....expanding and increasing college facilities.

I. PUBLIC AWARENESS OF THREE PROBLEMS OF HIGHER EDUCATION

A. Information about Increasing College Enrollment

Although precise predictions differ, there is little disagreement among authorities that increasing college enrollment figures demand serious attention. One fairly typical projection estimates that within a dozen or so years, the number of students enrolled in the nation's colleges will have doubled; a national poll indicates that the proportion of parents who would like to send their children to college in the future is over three times as great as the proportion of college-age Americans now attending schools and universities.[1,2]

What can be said about public awareness of this prospective increase? In "The Public's Picture of Higher Education in the State of Michigan," it was reported that only about half of the people in Michigan predicted, in agreement with most expert opinion, that there would be "a lot more" young people going to college ten years from now.[3] About one in five, moreover, either said he didn't know or anticipated no more than a slight increase!

Some Comparisons

As we might expect, further analysis of these findings shows that the "mix" of information on this subject varies from one group to another within the State. Outside of the large cities, for example, among people with eight years of schooling or less, about one person in three seems to be unaware of the rising tide of college enrollment. On the other hand, among college educated respondents who belong to five or more organizations, only one person in seventeen fails to predict increasing attendance.

---

[1]"The new avalanche of college-age Americans...who should go, who shouldn't -- And a crisis." Newsweek, 51, March, 1958, p. 82.

[2]"The dream and the reality." Time, 74, Sept., 1959, p. 48.

[3]Respondents were asked, "Some people have made guesses of how many young people will be going to college ten (10) years from now. Do you think that there will be a lot more, quite a few more, just a few more, about the same as now, fewer, or what?"

Confronting various groups, what assumptions can an educator make about their probable level of awareness of growing college enrollment? This depends, in large part, upon how well he is able to categorize his hypothetical audience. If he knows something about their occupations or their educational background, or their current level of activity in voluntary organizations or their plans for their children's education, he can make better predictions than if he knew none of these; generally, if he knows two of these, he can make still closer estimates of the proportion of people in the group who are likely to be unaware of rising attendance figures.

In general, he can assume that a smaller proportion of white-collar workers will underestimate future enrollment than blue-collar workers, a smaller proportion of those with college or high school education than those with grade school education, a smaller proportion of active members of voluntary organizations than non-members, a smaller proportion of those with children in or on the brink of college than those with no children or no plans for sending them to college.

1. Occupation

Underestimates of future college enrollment are somewhat more frequent among blue-collar workers and their wives than among white-collar respondents.

> ....Little or no increase in enrollment is predicted by 22% of the blue-collar group, 14% of the white collar group.[4]
>
> Table 1

> ....The difference is greatest between professional, managerial and entrepreneurial workers, on the one hand, and unskilled and service workers on the other--7% versus 23% predicting little or no increase.

Within occupational groups, respondents with more education are somewhat less likely to offer underestimates.

> ....Within the blue-collar group, little or no increase is predicted by 28% of those with grade school training only, by 20% of those who have had some high school experience. Table 2

---

[4]Here and in what follows, percentages refer to the proportion of those who expressed an opinion, unless otherwise noted.

....Within the white-collar group, little or no increase is predicted by 17% of those with high school backgrounds, by 9% of those with some college. Table 2

Within occupational groups, people who are presently planning or providing for their children's college education are less likely to underestimate future enrollment than are those for whom the issue has less immediacy.[5]

....Among blue-collar workers in the "low immedicay" group, 30% predict little or no increase in enrollment compared with 18% in the "high immediacy" group.[6] Table 3

....Among white-collar workers in the "low immediacy" group, 30% predict little or no increase in enrollment compared with only 5% in the "high immediacy" group.

Within occupational groups, people who are active in voluntary organizations are less likely to underestimate future enrollment than those who are not members.

....Among blue-collar workers, 32% of the non-members predict little or no increase in enrollment compared to only 6% of those who belong to four or more voluntary organizations. Table 4

....Among white-collar workers, 21% of the non-members predict little or no increase in enrollment compared to only 9% of those who belong to four or more voluntary organizations.

Within occupational groups, the kind of organization to which a respondent belongs does not help in predicting his awareness of increasing enrollment: members of school organizations, unions or service, fraternal and civic groups do not differ from members of other organizations.

---

[5]For a complete definition of immediacy, see Table 3.
[6]This difference might be expected to occur only 10 times out of a hundred or less by chance.

2. Education

Underestimates of future enrollment are more common among people who have had eight years of schooling or less than among those who have had more.

....Among respondents with eight years or less of schooling, 26% predict no increase, compared with 11% of those who have some college training. Table 5

Education makes more of a difference outside the large cities.

....In Detroit and other large cities, people with a grade school education are no more likely to offer inaccurate predictions of college enrollment than are those with a college education--13% and 12% respectively. Table 6

....In the smaller cities, towns and rural areas, however, respondents in the grade school group are over three times as likely as the college trained to predict little or no increase in enrollment--34% compared with 10%.

At least within the high school group, people who are presently planning or providing for their children's college education are less likely to be unaware of increasing enrollment than are those for whom the issue has less immediacy.

....In the high school group, little or no increase in enrollment is predicted by 31% of the respondents in the "low immediacy" group, by 13% of those in the "high immediacy" category.

....While not statistically significant, a similar difference may be seen in the grade school group, where underestimates are offered by 29% of the "low immediacy" group compared with 19% of the "high immediacy" group. Table 7

....In the sample of college people, there are too few people in the "low immediacy" group to provide a reliable picture of attitudes in this category.

Within the high school group, active members of voluntary organizations are much less likely than non-members to underestimate future enrollment.

....In the high school group, little or no increase in enrollment is predicted by 32% of the non-members compared to only 3% of those who belong to five or more voluntary organizations.

Table 8

....In the grade school and college groups, there are no observable differences between non-members and very active members.

Within educational categories, the kind of organization to which a respondent belongs does not help in predicting his awareness of increasing enrollment.

Within educational categories, white-collar and blue-collar workers do not differ significantly from each other.

B. Attitudes toward Increasing Faculty Salaries

At the same time that they face the prospect of rising enrollment, college administrators must also solve the problem of attracting and keeping faculty members who can share the tasks of higher education. In some fields, colleges have found themselves increasingly in competition with industry for talented graduates; in other areas, college teaching seems to have become less attractive than other career alternatives. At least in part, the problem would seem to be a financial one. Figures reported by the Office of Education, Department of Health, Education and Welfare in 1958 placed the average faculty member's salary at $6,120 and reported that on the average, full professors in publicly supported colleges and universities were receiving $8,530.[7]

To what extent does the public share the view, often expressed by members of the academic world, that relatively few college faculty members are now receiving adequate salaries?

Among the Michigan residents included in this study, over two-thirds of those who expressed an opinion agree that less than half of all college professors are being adequately paid at

---

[7] Science News Letter, 73, March 1958, p. 169.

present.[8] Almost half of them say that only "a few" college professors do not deserve some sort of increase.

On the other hand, almost one person in five says that "almost all" college professors are now paid well enough. About one person out of seven says he does not know enough about the subject to venture an opinion of any sort.

Some Comparisons

Certain groups within the State differ significantly from this over-all picture, however. In some, the proportion of people who feel that few professors are paid enough is higher than this average, in others it is lower. In estimating the most likely mix of opinions on this issue, one of the most useful pieces of information would seem to be the educational level of the people involved. The lower the educational level, in general, the less need for change is likely to be seen. Within the grade school group, however, those who belong to unions and those who are active in three or more voluntary organizations are significantly more favorable toward pay increases than the rest of the group, coming close to the high school group in the pattern of their answers.

Knowledge of the audience's occupational position will help to predict the proportion who are unwilling to venture an opinion on the matter--about one in five among unskilled and service workers, only one in fifteen among professional, managerial and entrepreneurial workers--but will not signal differences among those who already have an attitude toward the issue.

Education and Attitude toward Faculty Salaries

The greatest need for improvement is seen by respondents with at least some college experience, the least by those with a grade school education only.

....Among those with some college training, 62% feel that "few or no" college professors are being paid what they are worth compared with 38% in the grade school group. Table 9

---

[8]The question was worded as follows: "Here are some statements about college professors. Would you tell me whether you think each statement is true of almost all college professors, more than half of them, less than half, or true for only a very few? 'College professors are paid about what they are worth, and they shouldn't get higher salaries.'"

....Among those with grade school training only, 24% feel that "almost all" college professors are adequately paid, compared to 9% in the college group.

Table 9

....Among all those with grade school training only, 25% say they do not know how many college professors are being adequately paid, compared to 4% of all those with college experience.

Education makes a somewhat greater difference outside of the large cities, especially in the proportion who feel they do not know enough to offer an opinion.

Within the high school group, those who are planning or providing for their children's college education are more likely to see a need for increased salaries than those for whom college is a subject of less immediacy.

....Among those with at least some high school training, 55% of those in the "high immediacy" group feel that "few or no" college professors are being paid what they deserve compared with 39% in the "low immediacy" group.

Table 10

....In the grade school and college categories, there are no differences between those in the "high" and "low immediacy" groups.

Within the grade school group, union members are more likely to see a need for increasing faculty salaries than are those who belong to no organization or to other kinds of organizations only.

....In the grade school group, 51% of those belonging to a union say that "few or no" college professors are being paid what they deserve, compared to 33% of those who belong only to other kinds of organizations and 30% of those who belong to no voluntary organizations at all.

Table 11

Within the grade school group, active organization members are more likely than non-members to see a need for increased faculty salaries.

....In the grade school group, 55% of those who belong to three or more voluntary organizations say that "few or no" college professors are being paid what they are worth, compared to 30% of non-members.

Table 12

C. Estimates of the Present Cost of a College Education

The problems involved in meeting the anticipated onrush of students and adequately supporting a competent and creative faculty are closely intertwined with a third--that of making college education available at a cost which will not bar able and interested students. Like the first two, it is not the concern of college administrators alone. Recognition of the present cost of college education is a prerequisite for realistic personal and family plans; it is a basic element in any informed consideration of public policy in the field of higher education.

How accurate is the Michigan public's perception of the current costs of a college education to a student and his family? Respondents were asked "About how much do you think it costs to go to a big university or college in Michigan? About how much would it cost in a school year for some young person to go to college and for board and room and so forth?"[9] Information on the average cost of tuition, fees, room and board and incidental supplies provided in the catalogues of half a dozen of the largest schools in the State[10] were used to provide a rough yardstick of probable costs against which to evaluate answers to this question. It suggested that estimates of $800 or less per school year were almost sure to be unrealistically low, and that those between $800 and $1200 were likely to represent a borderline minimum.

As noted in "A Preliminary Report...," over one-quarter of all those interviewed do not even offer an opinion about the costs involved in college education; about one in five of all those interviewed gives what appears to be an unrealistically low or borderline estimate. On the average, it would seem that an educator might reasonably expect something like half of the Michigan public to have a fairly reliable idea of what it is likely to cost a family to send a child to a large Michigan school for a year.

Some Comparisons

Perhaps because it represents a somewhat specialized kind of information, knowledge of the costs involved in sending a child to college varies markedly from one group to another. Among

---

[9] Almost all answers to this question represent maximum estimates of the cost of college education in Michigan: few respondents (9%) thought that it would cost more to go to a small school in the State.

[10] Eastern Michigan College, University of Detroit, The University of Michigan, Wayne State University, Western Michigan University, Central Michigan College.

respondents with some college education, for example, the proportion who do not feel they can hazard an estimate is only 14% compared to a high 43% of respondents with grade school background only. Educational groups also differ in the accuracy of the estimates which are offered. Occupational groups differ somewhat as well, although not as markedly. In general, it would be safe to anticipate a higher proportion of unrealistically low or borderline estimates from those with less education, from those with blue-collar rather than white-collar jobs, or from those who do not belong to voluntary organizations of any sort than from active members.

One finding in this area is somewhat unexpected. In the white-collar group, respondents who say that they have children in college now or that they plan to send at least one child who is now of high school age--the "high immediacy" group--give, as we might anticipate, somewhat fewer borderline estimates--$800 to $1200--than white-collar respondents in the "low immediacy" group. In the blue-collar group, however, the highest proportion of borderline estimates comes from respondents in the high immediacy group. Another way of saying this is that in the white-collar group, plans to send a child to college tend to be associated with a "realistic" view of college costs, in the blue-collar group, with what appears to be rather an optimistic one.

1. Occupation

White-collar respondents are less likely to offer unrealistically low or borderline estimates than are blue-collar respondents.

....Estimates of less than $1200 a year are made by 22% of the white-collar group compared with 32% of the blue-collar group. Table 13

Within occupational groups, respondents with more education are less likely to feel that they cannot make any estimate at all.

....Within the white-collar group, 36% of those with a grade school education say they do not know how much a year at a large Michigan college would cost, compared with 13% of those with some college experience. Table 14

....Within the blue-collar group, 41% of those with a grade school education say they have no estimate compared with 25% of those with a high school background.

Within occupational groups, respondents who are now providing or planning for their children's college education tend to differ in their views from those who are not confronting the issue with such immediacy.

....Within the white-collar group, borderline estimates are made by 24% of the respondents in the low immediacy group, compared with 12% of those in the high immediacy group.[11]

Table 15

....Within the blue-collar group, borderline estimates are offered by 12% of the low immediacy group compared with 34% of the high immediacy group.

Within occupational groups, respondents who are active in voluntary organizations are less likely to feel that they cannot make any estimate at all than are those who are non-members.

....In the white-collar group, 40% of non-members say they do not know how much a year at a large Michigan college would cost, compared with 11% of those who belong to four or more organizations.

Table 16

....In the blue-collar group, 37% of non-members make no estimate compared with 9% of those who belong to four or more organizations.

Within occupational groups respondents who are active in voluntary organizations are less likely to make low or borderline estimates than non-members.

....In the white-collar group, 44% of non-members estimate the cost of a year at college at less than $1200 compared with 12% of those who belong to four or more organizations.

Table 16

....In the blue-collar group, 45% of non-members give low or borderline estimates compared with 28% of those who belong to four or more organizations.

Within occupational groups, the kind of organization to which respondents belong does not help in predicting their perception of the costs of college education.

---

[11] This difference is certainly not statistically significant. If there were no difference between low and high immediacy groups in the population as a whole, a difference this large or larger might be expected to show up within a sample about ten times in 100.

2. Education

Respondents with at least some college education are less likely to make low or borderline estimates than those with grade school training only and are less likely to feel that they cannot make any estimate at all.

....Among respondents with some college experience, estimates of less than $1200 are given by 17% compared with 37% of those with grade school work only. Table 17

....Among respondents with college experience, 14% offer no estimate of the cost of a year's work in a large Michigan college compared with 43% of those with grade school training only.

At least within the grade school group, active organization members are less likely to give low or borderline estimates than are non-members.

....Within the grade school group, 52% of non-members give low or borderline estimates compared with 28% of those who belong to three or more organizations. Table 18

Within the high school group, active organization members are less likely than non-members to feel that they do not know the cost of college education at a large school in the State.

....Within the high school group, 7% of active members offer no estimate compared with 39% of non-members. Table 18

D. Patterns of Information about Higher Education

Awareness of the issues which we have discussed is, of course, far from being an all-or-nothing sort of affair. Can we assume fairly that people who have information in one of the three areas under consideration will also have information about the others?

In general, the answer would seem to be that a lack of awareness of one of these problems tends to go along with a lack of awareness of the others, but that knowledge of one problem is far from being a guarantee that the others will also be recognized.

1. People who say they simply do not know an answer to any one of the three questions are much more likely to admit no information on the others than are people who at least offer some answer.

    ....Among those who say they do not know how many young people will be attending college ten years from now, 67% give no estimate of current costs of a year at college, compared with 27% of those who make some sort of prediction about future enrollment. Table 19

    ....Among those who say they do not know how many young people will be attending college ten years from now, 47% say they do not know what proportion of college faculty deserves higher salaries, compared with 12% of those who make a prediction about future enrollment. Table 20

    ....Among those who say they do not know what proportion of college faculty deserves higher salaries, 48% give no estimate of current costs of a year at college, compared with 26% of those who offer an opinion on the subject. Table 21

2. People whose answers indicate that they are unaware of the widely predicted increase in college enrollment are somewhat more likely than those who show an awareness of it to give serious underestimates of the current cost of college education.

    ....Of those who see little or no increase in future college enrollment, 18% put the costs of a year at college at less than $800, compared with only 8% of those who predict "a lot more" students ten years from now. Table 19

They are also somewhat less likely to see a need for increasing the salaries of any substantial proportion of college faculty members.

    ....Of those who underestimate future college enrollment, 40% feel that there are only a few faculty members who do not deserve some increase in pay, compared with 50% of those who anticipate a sharp growth in enrollment. Table 20

BUT...

3. Even among those who share an awareness of increasing enrollment and predict "a lot more" students ten years from now, over one-quarter give low or borderline estimates of the costs of college education and about three in ten feel that at least a majority of college faculty members are presently receiving adequate salaries.

Table 19

Table 20

II. PUBLIC PREFERENCES FOR TWO SETS OF SUGGESTED SOLUTIONS

AN OVERVIEW

In this section, we shall consider two sets of suggested solutions to problems faced by higher education:

....preferences for building more colleges or for expanding existing facilities

....preferences for private or tax support for meeting increasing financial needs of colleges and universities.

We shall see that groups within the State appear to view these alternatives from somewhat different perspectives. In particular, people who are, or who expect to be making use of colleges and universities themselves tend to differ from others in the sample.

Respondents in the "high immediacy" group are less likely than others to suggest simply expanding existing schools or to advocate placing the entire burden of increasing costs on students and their families.

....Among respondents in the white-collar group who are presently planning or providing for their children's college education, only 14% say that rising enrollment can adequately be met by expanding existing schools alone, compared with 28% of those expressing an opinion in the cross-section sample as a whole.

....In this same group, only 10% feel that increased costs of higher education should be met entirely by students and their families, compared with 25% of those expressing an opinion in the cross-section sample as a whole.

Among respondents for whom the academic functions of colleges and universities have relatively little personal relevance, there is reason to believe that attitudes toward their functional efficiency

and broader social utility may be associated with willingness to extend tax support.

> ....Among respondents with no immediate prospects of sending a child to college, taxation alone is preferred by 68% of those who give big universities high ratings on economy, compared with 42% of those who rate them relatively lower.
>
> ....Among people in this same group who say that colleges do nothing but teach their own students, 52% would reject any tax support, advocating that students and their families alone bear any increase in costs, compared with only 22% of those who say that universities and colleges perform other useful functions.

The data offer no reason to assume that these attitudes have the same relevance for the parents of students or potential students, however.

It is suggested that, throughout, answers to these two somewhat hypothetical questions be considered as indications of general preferences, given the respondent's present view of the situation, rather than as blanket endorsements of one or another educational policy.

II. PUBLIC PREFERENCE FOR TWO SETS OF SUGGESTED SOLUTIONS

A. Preferences for Enlarging Existing Schools or Building More Colleges

Of the various ways of meeting the requirements of a growing student body, two are perhaps the most immediately obvious--enlarging educational facilities where they already exist or establishing new schools. To some extent, both are already being undertaken; it seems likely that the future will require further decisions about both. What is the public's view of their relative merit?

In "A Preliminary Report...," it was noted that of all those interviewed, about one in four favored meeting a rise in enrollment by enlarging existing colleges; about twice as many favored building more schools and a relatively small group--about one out of eight--felt that both would be equally necessary.[12]

Some Comparisons

Unlike some of the opinions considered in the first section of this report, each of these preferences shows up with just about the same frequency among white-collar and blue-collar workers. An educator might reasonably predict, however, that the higher the educational background of his audience, the smaller would be the proportion of people preferring merely to enlarge existing colleges. He might also anticipate that this solution would be less popular among parents whose children were in or on the verge of college than among those for whom the issue had less immediacy.

Looking at attitudes associated with preferences for one rather than another of these possibilities, he might hazard the working hypothesis that at least among people who might be expected to see the consequences of either alternative--those, for example, with at least some high school training--building

---

[12]Respondents were asked, "If more young people go to college in the future, do you think that the colleges and universities that we now have should be made bigger, or should more colleges be built, or what?"

more schools would be a more popular solution among those who feel that small colleges provide a better education, a less popular choice among those who feel that large universities offer better training.

It might also be noted that, at least in the somewhat indirect form available in this survey, opinions about the relative efficiency or economy of large schools and small colleges show no particular relationship with preferences for enlarging colleges or building more of them.

1. Occupation

There are no differences between white- and blue-collar workers in their preferences for the alternatives offered.

Within the white-collar group at least, respondents who are now providing or planning for their children's college education are less likely than those who face the issue with less immediacy to endorse enlarging existing schools only.

....Among the white-collar group, 14% of those in the "high immediacy" category mentioned only enlarging present facilities compared with 37% in the "low immediacy" group. Table 22

2. Education

Respondents with at least some college training are less likely to prefer enlarging existing schools only than are those with grade school backgrounds.

....Among respondents with college experience, 20% mention only that existing schools would have to be enlarged to cope with increased enrollment; among those with grade school training, 35% give this answer. Table 23

3. Attitudes toward Large and Small Schools

Among respondents with some high school training or more, those who say that small schools provide a better education are more likely to favor building more colleges than are those who say that large universities offer better training.

....Among those with high school and/or college experience, building more schools is favored by 66% of those who say that small colleges provide a better education, by 54% of those who say that big universities provide better training. Table 24

Respondents who give small schools a more favorable rating than big schools with respect to efficiency or economy are no more likely to endorse building more colleges than those who give big schools a better rating.[13]

B. Preferences for Tax or Private Sources of Financial Support

Among the most controversial decisions in higher education are those which involve basic questions of financial policy. The issues and alternatives in this area are many and highly complex, including, among others, the nature of the balance to be achieved between public and private sources of financial support for the State's colleges and universities.

The people interviewed in this study were asked the following hypothetical question: "If more young people were to go to college, it would cost money for more buildings, teachers' salaries, and so forth. Do you think the families of students going to college should pay for this or should tax money pay for these things?" In "A Preliminary Report...," it was shown that of all the people interviewed, 44% say they would prefer to meet such a contingency with tax funds alone; 23% favor depending upon students and their families and 26% would rather see some combination of these two methods.

It would, of course, be unwise to interpret individual answers to this question as constituting blanket endorsements of

---

13 Respondents were asked, "At the top of this page you will find the word (big university) (small college). Underneath are pairs of opposite words that people sometimes use in talking about colleges. If your idea of (universities) (colleges) is very much like one of the words then put a check on the line near the word that fits...." Among the word pairs presented were "not efficient - efficient" and "economical - wasteful." By comparing a person's response with respect to "big university" with that which he gave for "small college," it was possible to see which--if either--received the more favorable rating.

one or another financial policy. Rather, they are probably best seen as useful indicators of a general preference, given the respondent's present view of the situation. From this perspective, comparisons among groups may add to the utility of the cross-section results.

Such an analysis tends to support the following general expectations. First, some combination of tax and private support would be nominated as a solution more often by people in the white-collar occupational group than by those in the blue-collar group, more often by those with more education than by those with less.[14]

Second, the suggestion that students and/or their families alone bear the burden of any increased costs is, understandably, less likely to be made by people who are already planning or providing for their children's college education than by those for whom the issue has less immediacy. There are indications that this question of immediacy may be one of the more important distinctions to keep in mind when considering this area of attitudes.

Third, among those who are relatively further away from personal contact or concern with the classroom activities of colleges and universities--those in the low immediacy group and, perhaps to a lesser extent, in the blue-collar occupational group and the grade school educational group--willingness to propose at least some measure of tax support appears to go with favorable attitudes about the organizational efficiency of educational institutions and their staffs and with the perception that they serve social functions beyond the instruction of their students.

Attitudes toward the efficiency, economy and practicality of big universities seem to be more relevant in this respect than those related to the operation of small colleges, perhaps because public support is being at present provided for several of the State's largest schools.

---

[14]This finding may be due in part, however, to the way in which the interview item was worded. The alternative "taxation and private support," unlike the other two, was not expressly formulated by the interviewer but represented, rather, a possibility provided by the respondent himself. There is reason at least to suspect that this kind of "innovation" in the interview situation will be easier and more common among respondents with more education, above and beyond their specific preferences.

Beliefs about personal characteristics of college faculty members which are not directly relevant to the organizational performance of the college--the nature of their religious beliefs, the propriety of their intellectual curiosity, whether or not they are apt to be "odd" or the likelihood that they could get jobs in industry--do not seem to bear any relationship to attitudes toward possible sources of financial support in these or any other groups. The tiny segments of the population who endorse one or another of the negative stereotypes about college professors investigated in this study seem no more or less likely to advocate any of the three kinds of financial aid than are those who reject them.

On the other hand, the perception that colleges and universities have a wider social utility--that they do things besides teaching or are a primary source of new discoveries and inventions--does seem to be associated in this group with a greater willingness to extend public support to the schools. Somewhat less clearly, there are indications that it may also be associated with seeing a majority of college professors as interested in making life better for people and concerned with the practical value of their knowledge.

Among those who are or have been more closely concerned with the instructional aspects of colleges and universities--those in the high and moderate immediacy groups and, perhaps less clearly, in the white-collar occupations and the high school and college educational groups--these differences generally either do not exist or are much too small to reach statistical significance. In part this may be because these people have greater reason to evaluate educational institutions primarily in terms of their tutorial functions. Whether or not schools provide the community with other benefits might well be expected to be less important to the parents of college-bound children. It might also be noted that these people tend to fall both into the category of "tax payer" and "student's family." For them, any of the preferred choices involve willingness to spend at least some money on education--unlike respondents in the low immediacy group, they cannot find an alternative which would entirely relieve them of any financial burden, no matter how they may feel about the efficiency or operating economy of universities and colleges.

Finally, within occupational groups, there does not appear to be any systematic connection between expressed political affiliation and answers to this item about possible sources of financial support. Nor do the data provide any basis for believing that awareness of the three problems discussed in Section I is in and of itself associated with one rather than another choice with respect to this question.

1. Occupation

Some combination of private and tax support is endorsed as a potential solution by more respondents in the white-collar group than in the blue-collar group.

....A combination of tax and private support would be advocated by 37% of the people in the white-collar group compared to 23% of those in the blue-collar group.

Table 25

....Taxation alone is mentioned by 52% of the people in the blue-collar group, by 44% of those in the white-collar group.

Within occupational groups, there is a tendency for those with more education to favor a combination of private and tax support more often than those with less education.[15]

....Within the white-collar group, some combination would be preferred by 35% of those with a grade school education, by 52% of those with at least some college training.

Table 26

....Within the blue collar group, some combination would be preferred by 18% of those with a grade school education, by 36% of those with some college experience.

Within occupational groups, people who are now planning or providing for their children's college education are less likely to propose that increased costs be borne by students and their families alone than are those respondents for whom the issue has less immediacy.

....Within the white-collar group, the alternative "students and/or their families" is chosen by 24% of those in the low immediacy group, by 10% of those in the high immediacy group.

Table 27

---

[15] These differences are not statistically significant. If there really were no differences between groups in the population, however, we should anticipate finding differences this large or larger in a sample no more than ten times in 100.

....Within the blue-collar group, this choice is made by 30% of those in the low immediacy group, by 20% of those in the high immediacy group.[16] Table 27

Within occupational groups, the popularity of each alternative is just about the same among active members of voluntary organizations and non-members nor does it appear to differ systematically among members of different kinds of organizations.

2. Education

Some combination of tax and private support is a more popular solution to the hypothetical problem raised in the question among people in the college group than among those respondents with grade school training only.

....Among people in the college group, 46% make this choice compared with only 20% in the grade school group.

Table 28

....Among people in the grade school group, 32% say that the best solution would be to let students and/or their families bear the financial burden, compared with only 13% giving this answer in the college group.

Within the high school group at least, respondents who are planning or providing for their children's college education are less likely to prefer increasing the share paid by students and parents as the only measure than are those for whom the issue has less immediacy.

....Within the high school group, the answer "students and/or their families" was chosen by 32% of those in the low immediacy group compared to 17% of those in the high immediacy group.

Table 29

....Within the grade school and college groups there are non-significant differences in the same direction.

3. Attitudes toward Other Aspects of Higher Education

Among those who are relatively far from personal contact with the instructional functions of colleges and universities, people who give big universities lower ratings on efficiency, economy or

[16] See Footnote 15.

practicality tend also to be less enthusiastic about tax support as a potential solution to the problem posed in the interview question.

....Among those in the low immediacy group who rate big universities low on economy, 42% choose "taxation" as a sole source of support, compared with 68% of those who give them a more favorable rating. Table 30

....Among those in the low immediacy group who rank big universities low on practicality, 38% say that students and/or their families alone should bear any increase in costs, compared with 19% of those who give more favorable ratings. Table 31

....Among blue-collar respondents who give big universities relatively low ratings on efficiency, 35% say that students and/or their families alone should bear any increase in costs, compared with 19% of those who give them more favorable ratings. Table 32

Attitudes toward these aspects of small colleges, however, either show no differences with respect to preferred source of funds or show differences too small to be considered reliable indicators of population differences.

In this group, those who see members of the college staff as hard-working are also less likely to reject tax support entirely than are those who do not have this picture of them.

....Among those in the low immediacy group who say that all or almost all college professors work harder than other people, only 5% would depend upon students and/or their families to meet increased costs, compared with 31% of those who feel that only a minority of faculty members merit this description. Table 33

Among those who are relatively far from personal contact with the instructional functions of colleges and universities, those who see them as making some contribution to the community beyond teaching are less likely to reject the possibility of tax support than are those who do not see the schools as performing these functions.

....Among respondents in the low immediacy group who say that universities do nothing besides teach, 52% say they would prefer that students and/or their families alone bear any increase in costs, compared with only 22% of those who say that universities perform other useful functions. Table 34

....Among respondents in the low immediacy group who cite colleges and universities as primary sources of new discoveries and inventions, 60% mention "taxation" as a source of funds, compared with only 39% of those who do not mention them at all in this connection. Table 35

Similar but statistically non-significant findings may be seen with regard to perceptions of the interests of college professors.[17]

....Among respondents in the low immediacy group who feel that the majority of professors are characterized by a lack of interest in the practical application of their knowledge, 38% say they would prefer to see students and/or their families bear any increase in costs, compared with 25% of those who say that this is true only of a minority of college professors. Table 36

....Among respondents in this group, tax support is mentioned by only 28% of those who feel that a minority of university professors are interested in making life better for people, by 47% of those who feel that all or almost all have this in mind. Table 37

These attitudinal differences are either non-existent or too small to be reliable indicators of population differences within the white-collar group, high school and college groups or moderate and high immediacy groups.

---

[17] However, if there really were no differences between groups in the population, we should anticipate finding differences this large or larger in a sample no more than ten times in 100.

III. TABLES

Table 1

Occupation and Awareness of Increasing College Enrollment

"Some people have made guesses of how many young people will be going to college ten years from now. Do you think that there will be a lot more, quite a few more, just a few more, about the same as now, fewer, or what?"

	Occupation[a]					
	White-collar			Blue-collar		
	I	II	All white-collar	I	II	All blue-collar
Just a few more, same or fewer	7%	18%	14%	20%	23%	22%
Quite a few more	27	22	24	27	27	27
A lot more	66	60	62	53	50	51
	100%	100%	100%	100%	100%	100%
	(113)[b]	(189)	(302)	(131)	(267)	(398)
Don't know	4%	2%	3%	1%	4%	3%
Not ascertained	2%	8%	6%	12%	7%	8%
	(121)[c]	(210)	(331)	(150)	(298)	(448)

[a] "White-collar I" includes cases where the head of the respondent's family has a professional, managerial and entrepreneurial occupation; "White-collar II" includes cases where the head of the respondent's family has a sales or clerical occupation; "Blue-collar I" includes cases where the head of the respondent's family is a foreman, skilled or semi-skilled worker; "Blue-collar II" includes cases where the head of the respondent's family is an unskilled worker or is in a service occupation.

[b] Number in parentheses indicates total of those who expressed an opinion. Thus, of the 113 white-collar I respondents who answered this question, 7% said that there would be little or no increase in the number of students attending college ten years from now.

[c] Number in parentheses indicates the total number of respondents in this category. Thus, of the total number of white-collar I respondents--121--4% said they didn't know how many students would be attending college ten years from now.

Table 2

Education and Awareness of Increasing College Enrollment
(within Occupational Groups)

"How many young people will be going to college ten years from now..?"

	Education[a]		
Blue-collar	Grade school	High school	College
Just a few more, same or fewer	28%	20%	12%
Quite a few more	26	26	42
A lot more	46	54	46
	100%	100%	100%
	(119)	(225)	(24)
Don't know	6%	1%	-
Not ascertained	11%	8%	4%
	(143)	(279)	(25)
White-collar			
Just a few more, same or fewer	21%	17%	9%
Quite a few more	29	23	23
A lot more	50	60	68
	100%	100%	100%
	(24)	(169)	(109)
Don't know	7%	3%	2%
Not ascertained	7%	5%	7%
	(28)	(183)	(119)

[a]"Grade school" includes respondents who report eight or less years of schooling. "High school" refers to those who have had any high school work, including respondents who also have some sort of vocational training. "College" indicates those who have had any college experience, and includes respondents who have done any graduate work.

Table 3

Immediacy and Awareness of Increasing College Enrollment
(within Occupational Groups)

"How many young people will be going to college ten years from now..?"

	Immediacy[a]		
Blue-collar	**Low**	**Moderate**	**High**
Just a few more, same, fewer	30%	17%	18%
Quite a few more	22	28	31
A lot more	48	55	51
	100%	100%	100%
	(142)	(134)	(45)
Don't know	4%	3%	2%
Not ascertained	9%	4%	13%
	(163)	(144)	(53)
White-collar			
Just a few more, same, fewer	30%	12%	5%
Quite a few more	17	28	23
A lot more	53	60	72
	100%	100%	100%
	(71)	(105)	(57)
Don't know	4%	2%	2%
Not ascertained	1%	8%	6%
	(75)	(116)	(62)

[a]"High immediacy" includes respondents who have either 1) at least one child now in college or 2) at least one child of high school age whom they anticipate sending to college. "Moderate immediacy" includes respondents who have either 1) at least one child or high school age whom they say may go to college ("depends"); or, 2) at least one child of grade school age whom they anticipate sending or say they may send; or, 3) at least one child of pre-school age whom they anticipate sending to college. "Low immediacy" includes respondents who 1) have no children; or, 2) have a child or children under 22 but definitely do not anticipate sending any of them to college; or, 3) have only pre-school age children and say that they "may" send one or more of them; and who have not graduated from college themselves nor have any children who have ever attended.

Table 4

Organizational Activity and Awareness of Increasing College Enrollment (within Occupational Groups)

"How many young people will be going to college ten years from now..?"

	Number of organizations to which respondent belongs				
Blue-collar	None	One	Two	Three	Four or more
Just a few more, same, fewer	32%	21%	19%	25%	6%
Quite a few more	20	29	33	25	26
A lot more	48	50	48	50	68
	100%	100%	100%	100%	100%
	(99)	(119)	(89)	(44)	(47)
Don't know	2%	4%	2%	4%	-
Not ascertained	5%	7%	12%	10%	13%
	(106)	(134)	(103)	(51)	(54)
White-collar					
Just a few more, same, fewer	21%	18%	17%	10%	9%
Quite a few more	27	17	25	29	23
A lot more	52	65	58	61	68
	100%	100%	100%	100%	100%
	(33)	(71)	(59)	(51)	(88)
Don't know	8%	3%	-	2%	3%
Not ascertained	5%	-	6%	9%	9%
	(38)	(73)	(63)	(57)	(100)

Table 5

Education and Awareness of Increasing College Enrollment

"How many young people will be going to college ten years from now..?"

	Education		
	Grade school	High School	College
Just a few more, same or fewer	26%	20%	11%
Quite a few more	24	24	26
A lot more	50	56	63
	100%	100%	100%
	(202)	(489)	(146)
Don't know	8%	2%	2%
Not ascertained	9%	7%	6%
	(246)	(539)	(159)

Table 6

Education and Awareness of Increasing College Enrollment
(within Localities)

"How many young people will be going to college ten years from now..?"

	Education		
	Grade school	High school	College
Detroit and other cities[a]			
Just a few more, same or fewer	13%	20%	12%
Quite a few more	27	21	38
A lot more	60	59	50
	100%	100%	100%
	(77)	(187)	(56)

(continued)

Table 6 continued.

	Education		
	Grade school	High school	College
Detroit and other cities[a]			
Don't know	7%	1%	2%
Not ascertained	8%	8%	8%
	(90)	(207)	(62)
Small cities, towns and rural areas[b]			
Just a few more, same or fewer	34%	19%	10%
Quite a few more	22	26	19
A lot more	44	55	71
	100%	100%	100%
	(125)	(302)	(90)
Don't know	10%	2%	2%
Not ascertained	10%	7%	5%
	(156)	(332)	(97)

[a]Includes Detroit and other cities with a population of 50,000 or more.
[b]Includes towns and cities with a population of 49,999 or less and all other localities.

Table 7

Immediacy and Awareness of Increasing College Enrollment
(within Educational Categories)

"How many young people will be going to college ten years from now..?"

	Immediacy		
Grade school	**Low**	**Moderate**	**High**
Just a few more, same or fewer	29%	29%	19%
Quite a few more	23	21	38
A lot more	48	50	43
	100%	100%	100%
	(111)	(24)	(21)
Don't know	12%	7%	4%
Not ascertained	8%	10%	18%
	(138)	(29)	(27)
High school			
Just a few more, same or fewer	31%	15%	13%
Quite a few more	22	29	20
A lot more	47	56	67
	100%	100%	100%
	(162)	(179)	(64)
Don't know	2%	2%	1%
Not ascertained	8%	7%	3%
	(180)	(196)	(67)
College			
Just a few more, same or fewer	a	14%	8%
Quite a few more		25	25
A lot more		61	67
		100%	100%
		(57)	(24)

(continued)

Table 7 continued.

College	Immediacy: Low	Moderate	High
Don't know	a	2%	-
Not ascertained		3%	14%
		(60)	(28)

[a]Small number of respondents in this category makes percents meaningless.

Table 8

Organizational Activity and Awareness of Increasing College Enrollment (within Educational Groups)

"How many young people will be going to college ten years from now..?"

	Organizational activity[a]: None	Low	Moderate	High
Grade school				
Just a few more, same, fewer	23%	33%	24%	19%
Quite a few more	22	17	27	39
A lot more	55	50	49	42
	100%	100%	100%	100%
	(64)	(66)	(41)	(31)
Don't know	8%	10%	8%	8%
Not ascertained	8%	7%	13%	10%
	(76)	(80)	(52)	(38)
High school				
Just a few more, same, fewer	32%	17%	18%	3%
Quite a few more	22	27	19	26
A lot more	46	56	63	71
	100%	100%	100%	100%
	(110)	(237)	(104)	(38)

(continued)

Table 8 continued.

High school	Organizational activity[a] None	Low	Moderate	High
Don't know	3%	1%	3%	-
Not ascertained	4%	7%	8%	14%
	(119)	(257)	(116)	(44)
College				
Just a few more, same, fewer		12%	13%	6%
Quite a few		26	25	26
A lot more		62	62	68
		100%	100%	100%
		(65)	(47)	(34)
Don't know		3%	-	-
Not ascertained		-	13%	8%
		(67)	(54)	(38)

[a]Within each educational group, relative level of organizational activity was determined by the number of organizations in which membership was reported, as follows:

	None	Low	Moderate	High
Grade school:	0	1	2	3 or more
High school :	0	1-2	3-4	5 or more
College :		0-2	3-4	5 or more

The extremely small number of respondents in the college group who reported no memberships at all made it impossible to consider them separately.

Table 9

Education and Belief that Faculty Salaries Should Be Raised

"Here are some statements about college professors. Would you tell me whether you think each statement is true of almost all college professors, more than half of them, less than half, or true for only a very few?"

"College professors are paid about what they are worth, and they shouldn't get higher salaries."

	Education		
	Grade school	High school	College
Almost all	24%	17%	9%
More than half	18	13	12
Less than half	20	23	17
Few or none	38	47	62
	100%	100%	100%
	(171)	(456)	(151)
Don't know	25%	13%	4%
Not ascertained	6%	2%	1%
	(246)	(539)	(159)

Table 10

Immediacy and Belief that Faculty Salaries Should Be Raised

"College professors are paid about what they are worth, and they shouldn't get higher salaries."

	Immediacy		
Grade school	Low	Moderate	High
Almost all	28%	22%	19%
More than half	18	22	29
Less than half	19	28	19
Few or none	35	28	33
	100%	100%	100%
	(94)	(18)	(21)

(continued)

Table 10 continued.

	Immediacy		
Grade school	Low	Moderate	High
Don't know	22%	38%	22%
Not ascertained	9%	-	--
	(138)	(29)	(27)
High school			
Almost all	19%	14%	11%
More than half	14	10	17
Less than half	28	22	17
Few or none	39	54	55
	100%	100%	100%
	(152)	(171)	(58)
Don't know	15%	12%	12%
Not ascertained	1%	1%	2%
	(180)	(196)	(67)
College			
Almost all	a	9%	7%
More than half		11	11
Less than half		18	19
Few or none		62	63
		100%	100%
		(56)	(27)
Don't know		3%	4%
Not ascertained		3%	-
		(60)	(28)

[a]Small number of respondents in this category makes percentages meaningless.

Table 11

Union Membership and Belief that Faculty Salaries Should Be Raised (within Educational Groups)

"College professors are paid about what they are worth, and they shouldn't get higher salaries."

	Does respondent belong to a union?		
Grade school	Yes	No, but belongs to at least one other organization	No, belongs to no organization at all
Almost all	13%	30%	28%
More than half	22	15	17
Less than half	14	22	25
Few or none	51	33	30
	100%	100%	100%
	(55)	(69)	(47)
Don't know	23%	22%	30%
Not ascertained	4%	5%	8%
	(75)	(95)	(76)
High school			
Almost all	14%	18%	17%
More than half	10	11	19
Less than half	26	23	23
Few or none	50	48	40
	100%	100%	100%
	(98)	(259)	(99)
Don't know	14%	12%	16%
Not ascertained	2%	2%	1%
	(116)	(304)	(119)

(continued)

Table 11 continued.

College	Yes	No, but belongs to at least one other organization	No, belongs to no organization at all
Almost all	a	8%	6%
More than half		13	16
Less than half		16	20
Few or none		63	58
		100%	100%
		(131)	(31)
Don't know		4%	9%
Not ascertained		1%	-
		(138)	(34)

[a]Small number of respondents in this category makes percentages meaningless.

Table 12

Organizational Activity and Belief that Faculty Salaries Should Be Raised (within Educational Groups)

"College professors are paid about what they are worth, and they shouldn't get higher salaries."

	Organizational activity			
Grade school	None[a]	Low	Moderate	High
Almost all	28%	27%	29%	9%
More than half	17	14	23	18
Less than half	25	21	14	18
Few or none	30	38	34	55
	100%	100%	100%	100%
	(47)	(56)	(35)	(33)

(continued)

Table 12 continued.

	Organizational activity			
Grade school	None[a]	Low	Moderate	High
Don't know	30%	24%	27%	13%
Not ascertained	8%	6%	6%	-
	(76)	(80)	(52)	(38)
High school				
Almost all	17%	17%	16%	22%
More than half	19	12	8	11
Less than half	23	26	18	27
Few or none	41	45	58	40
	100%	100%	100%	100%
	(99)	(219)	(101)	(37)
Don't know	16%	12%	13%	14%
Not ascertained	1%	2%	2%	2%
	(119)	(257)	(118)	(44)
College[a]				
Almost all		10%	4%	14%
More than half		19	6	8
Less than half		22	11	17
Few or none		49	79	61
		100%	100%	100%
		(63)	(52)	(36)
Don't know		6%	2%	3%
Not ascertained		-	2%	3%
		(67)	(54)	(38)

[a]See footnoe, Table 8.

Table 13

Occupation and Estimate of Current Cost of College Education

"About how much do you think it costs to go to a big university or college in Michigan? About how much would it cost in a school year for some young person to go to college and for board and room and so forth?"

	Occupation	
	White-collar	Blue-collar
Less than $800	5%	13%
$800 - 1199	17	19
$1200 - 1999	41	35
$2000 - 2999	31	22
$3000 or more	6	11
	100%	100%
	(262)	(306)
Don't know	20%	30%
Not ascertained	1%	1%
	(331)	(448)

Table 14

Education, and proportion of respondents who say they do not know how much a year at a large Michigan college would cost (within occupational groups)

		Don't know	
White-collar	- Grade school	36%	(28)
	High school	22%	(183)
	College	13%	(119)
Blue-collar	- Grade school	41%	(143)
	High school	25%	(279)
	College	24%	(25)

Table 15

Immediacy and Estimate of Current Cost of College Education
(within Occupational Groups)

"About how much do you think it costs to go to a big university in Michigan..?"

	Immediacy		
Blue-collar	**Low**	**Moderate**	**High**
Less than $800	14%	13%	16%
$800 - 1199	12	23	34
$1200 - 1999	29	31	31
$2000 - 2999	32	20	16
$3000 or more	13	13	3
	100%	100%	100%
	(103)	(106)	(38)
Don't know	35%	26%	24%
Not ascertained	1%	1%	4%
	(163)	(144)	(53)
White-collar			
Less than $800	2%	9%	4%
$800 - 1199	24	14	12
$1200 - 1999	33	35	57
$2000 - 2999	28	37	25
$3000 or more	13	5	2
	100%	100%	100%
	(46)	(94)	(56)
Don't know	37%	18%	10%
Not ascertained	1%	1%	-
	(75)	(116)	(62)

Table 16

Organizational Activity and Estimate of Cost of College Education (within Occupational Groups)

"About how much do you think it costs to go to a big university in Michigan..?"

	Organizational activity				
Blue-collar	None	One	Two	Three	Four or more
Less than $800	21%	13%	10%	6%	11%
$800 - 1199	24	12	17	30	17
$1200 - 1999	23	46	31	43	30
$2000 - 2999	18	18	28	18	32
$3000 or more	14	11	14	3	10
	100%	100%	100%	100%	100%
	(66)	(89)	(71)	(33)	(47)
Don't know	37%	32%	31%	33%	9%
Not ascertained	1%	2%	-	2%	4%
	(106)	(134)	(103)	(51)	(54)
White-collar					
Less than $800	9%	9%	2%	6%	2%
$800 - 1199	35	17	19	16	10
$1200 - 1999	26	30	47	41	50
$2000 - 2999	26	39	28	31	30
$3000 or more	4	5	4	6	8
	100%	100%	100%	100%	100%
	(23)	(54)	(47)	(49)	(89)
Don't know	40%	26%	22%	14%	11%
Not ascertained	-	-	3%	-	-
	(38)	(73)	(63)	(57)	(100)

Table 17

Education and Estimate of Current Cost of College Education

"About how much do you think it costs to go to a big university in Michigan..?"

	Education		
	Grade school	High school	College
Less than $800	16%	11%	1%
$800 - 1199	21	19	16
$1200 - 1999	26	35	50
$2000 - 2999	29	26	26
$3000 or more	8	9	7
	100%	100%	100%
	(136)	(393)	(136)
Don't know	43%	26%	14%
Not ascertained	2%	1%	-
	(246)	(539)	(159)

Table 18

Organizational Activity and Estimate of Current Cost of College Education
(within Educational Groups)

"About how much do you think it costs to go to a big university in Michigan..?"

	Organizational activity			
Grade school	None	Low	Moderate	High
Less than $800	26%	17%	12%	5%
$800 - 1199	26	13	30	19
$1200 - 1999	17	30	21	38
$2000 - 2999	23	32	28	33
$3000 or more	8	8	9	5
	100%	100%	100%	100%
	(35)	(47)	(33)	(21)

(continued)

Table 18 continued.

Grade school	Organizational activity: None	Low	Moderate	High
Don't know	49%	41%	35%	45%
Not ascertained	5%	-	2%	-
	(76)	(80)	(52)	(38)
High school				
Less than $800	19%	10%	8%	10%
$800 - 1199	21	19	15	13
$1200 - 1999	27	38	25	40
$2000 - 2999	23	25	24	25
$3000 or more	10	8	8	12
	100%	100%	100%	100%
	(73)	(184)	(95)	(40)
Don't know	39%	27%	18%	7%
Not ascertained	-	2%	2%	2%
	(119)	(257)	(118)	(44)
College				
Less than $800	a	4%	-	-
$800 - 1199		18	18	11
$1200 - 1999		44	46	63
$2000 - 2999		27	27	23
$3000 or more		7	9	3
		100%	100%	100%
		(56)	(45)	(35)
Don't know		16%	17%	8%
Not ascertained		-	-	-
		(67)	(54)	(38)

[a]Small number of respondents in this category makes percentages meaningless.

Table 19

Relation between Areas of Awareness: A. Awareness of Increasing Enrollment and Estimate of Current Cost of College Education

"About how much do you think it costs to go to a big university in Michigan..?"

	Respondent's estimate of the number of students who will be attending college ten years from now			
	Just a few more, same, fewer	Quite a few more	A lot more	Don't know[a]
Less than $800	18%	12%	8%	
$800 - 1199	19	18	19	
$1200 - 1999	28	43	36	
$2000 - 2999	22	21	29	
$3000 or more	13	6	8	
	100%	100%	100%	
	(101)	(139)	(361)	
Don't know	38%	31%	22%	67%
Not ascertained	1%	-	1%	-
	(165)	(203)	(471)	(36)

[a]Small number of respondents in this category makes percentages meaningless.

Table 20

Relation between Areas of Awareness: B. Awareness of Increasing Enrollment and Belief that Faculty Salaries Should Be Raised

"College professors are paid about what they are worth, and they shouldn't get higher salaries."

	Respondent's estimates of the number of students who will be attending college ten years from now			
	Just a few more, same, fewer	Quite a few more	A lot more	Don't know[a]
Almost all	22%	14%	17%	
More than half	14	15	12	
Less than half	24	23	21	
Few or none	40	48	50	
	100%	100%	100%	
	(139)	(177)	(406)	
Don't know	14%	10%	12%	47%
Not ascertained	1%	2%	2%	14%
	(165)	(203)	(471)	(36)

[a]Small number of respondents in this category makes percentages meaningless.

Table 21

Relation between Areas of Awareness: C. Belief that Faculty Salaries Should Be Raised and Estimate of Current Cost of College Education

"About how much do you think it costs to go to a big university in Michigan..?"

	Respondent's estimate of the proportion of college professors now receiving adequate salaries			
	Almost all, more than half	Less than half	Few or none	Don't know
Less than $800	16%	6%	9%	13%
$800 - 1199	17	25	18	16
$1200 - 1999	39	32	35	36
$2000 - 2999	22	24	29	27
$3000 or more	6	13	9	8
	100%	100%	100%	100%
	(183)	(130)	(306)	(78)
Don't know	28%	28%	23%	48%
Not ascertained	1%	1%	1%	1%
	(258)	(183)	(401)	(152)

Table 22

Preference for More vs. Larger Colleges and Immediacy
(within Occupational Categories)

"If more young people go to college in the future, do you think that the colleges and universities that we now have should be made bigger or should more colleges be built or what?"

		Immediacy		
		Low	Moderate	High
Blue-collar -	Existing schools should be made larger	28%	24%	20%
	More schools should be built	62	61	62
	Both should be done	10	15	18
		100%	100%	100%
		(141)	(135)	(45)
	Don't know	8%	3%	8%
	Not ascertained	5%	3%	8%
		(163)	(144)	(53)
White-collar -	Existing schools should be made larger	37%	25%	14%
	More schools should be built	54	59	58
	Both should be done	9	16	28
		100%	100%	100%
		(67)	(109)	(57)
	Don't know	7%	3%	3%
	Not ascertained	4%	2%	5%
		(75)	(116)	(62)

Table 23

Preference for More vs. Larger Colleges and Education

	Education		
	Grade school	High school	College
Existing schools should be made larger	35%	29%	20%
More schools should be built	51	59	58
Both should be done	14	12	22
	100%	100%	100%
	(201)	(490)	(149)
Don't know	12%	4%	3%
Not ascertained	7%	5%	3%
	(246)	(539)	(159)

Table 24

Preference for More or Larger Colleges and Attitude toward Quality of Education Obtained in Small Colleges and Large Universities (within Educational Categories)

"Where do you think a young person gets the better education--in a big university or in a small college?"

	Respondent feels that a better education is obtained in:		
Grade school	Large university	Small college	Both the same
Existing schools should be made larger	40%	36%	35%
More schools should be built	51	56	41
Both should be done	9	8	24
	100%	100%	100%
	(35)	(50)	(51)

(continued)

Table 24 continued.

Grade school	Respondent feels that a better education is obtained in: Large university	Small college	Both the same
Don't know	5%	4%	6%
Not ascertained	8%	4%	11%
	(40)	(54)	(62)
High school and/or college			
Existing schools should be made larger	31%	22%	28%
More schools should be built	54	66	56
Both should be done	15	12	16
	100%	100%	100%
	(122)	(172)	(266)
Don't know	2%	3%	4%
Not ascertained	5%	3%	4%
	(131)	(184)	(290)

Table 25

Preferred Source(s) of Financial Support and Occupation

"If more young people were to go to college it would cost money for more buildings, teachers' salaries and so forth. Do you think the families of students going to college should pay for this or should tax money pay for these things?"

	Occupation[a]					
	I	II	All white-collar	I	II	All blue-collar
Students and/or their families	25%	26%	25%	18%	20%	19%
Both families and taxes	22	23	23	45	32	37
Taxes	53	51	52	37	48	44
	100%	100%	100%	100%	100%	100%
	(143)	(276)	(419)	(118)	(202)	(320)
Don't know	-	5%	3%	1%	1%	1%
Not ascertained	5%	2%	3%	2%	3%	2%
	(150)	(298)	(448)	(121)	(210)	(331)

[a]See Footnote a, Table 1.

Table 26

Preferred Source(s) of Financial Support and Education
(within Occupational Groups)

"Do you think the families of students going to college should pay for this or should tax money pay for these things?"

	Education		
Blue-collar	Grade school	High school	College
Students and/or their families	30%	24%	20%
Both families and taxes	18	24	36
Taxes	52	52	44
	100%	100%	100%
	(126)	(268)	(25)
Don't know	7%	1%	-
Not ascertained	5%	2%	-
	(143)	(279)	(25)
White-collar			
Students and/or their families	23%	24%	10%
Both families and taxes	35	28	52
Taxes	42	48	38
	100%	100%	100%
	(26)	(176)	(118)
Don't know	4%	1%	-
Not ascertained	4%	3%	1%
	(28)	(183)	(119)

Table 27

Preferred Source(s) of Financial Support and Immediacy
(within Occupational Groups)

"Do you think the families of students going to college should pay for this or should tax money pay for these things?"

	Immediacy		
Blue-collar	Low	Moderate	High
Students and/or their families	30%	22%	20%
Both families and taxes	24	23	25
Taxes	46	55	55
	100%	100%	100%
	(150)	(137)	(49)
White-collar			
Students and/or their families	24%	21%	10%
Both families and taxes	30	38	44
Taxes	46	41	46
	100%	100%	100%
	(70)	(115)	(59)

Table 28

Preferred Source(s) of Financial Support and Education

	Education		
	Grade school	High school	College
Students and/or their families	32%	25%	13%
Both families and taxes	20	27	46
Taxes	48	48	41
	100%	100%	100%
	(209)	(512)	(158)
Don't know	8%	2%	-
Not ascertained	7%	3%	1%
	(246)	(539)	(159)

Table 29

Preferred Source(s) of Financial Support and Immediacy
(within Educational Groups)

"Do you think the families of students going to college should pay for this or should tax money pay for these things?"

	Immediacy		
Grade school	Low	Moderate	High
Students and/or their families	35%	30%	21%
Both families and taxes	20	7	25
Taxes	45	63	54
	100%	100%	100%
	(113)	(27)	(24)
Don't know	11%	7%	7%
Not ascertained	7%	-	4%
	(138)	(29)	(27)
High school			
Students and/or their families	32%	21%	17%
Both families and taxes	27	26	25
Taxes	41	53	58
	100%	100%	100%
	(165)	(189)	(64)
Don't know	3%	1%	3%
Not ascertained	1%	2%	2%
	(180)	(196)	(67)
College			
Students and/or their families	a	15%	4%
Both families and taxes		53	63
Taxes		32	33
		100%	100%
		(60)	(27)
Don't know		-	-
Not ascertained		-	4%
			(28)

[a]Small number of respondents in this category makes percentages meaningless.

Table 30

Preferred Source(s) of Financial Support and Belief that Big Universities Are Economical (within Immediacy Groups)

"At the top of this page you will find the words, 'big universities.' Underneath are pairs of opposite words that people sometimes use in talking about colleges. If your idea of universities is very much like one of the words then put a check on the line near the word that fits...Economical - Wasteful."

	Somewhat economical to wasteful	Quite economical	Very economical
High immediacy			
Students and/or their families	9%	17%	9%
Both families and taxes	37	35	26
Taxes	54	48	65
	100%	100%	100%
	(35)	(23)	(23)
Don't know	-	-	8%
Not ascertained	-	4%	-
		(24)	(25)
Moderate immediacy			
Students and/or their families	20%	21%	14%
Both families and taxes	31	35	38
Taxes	49	44	48
	100%	100%	100%
	(84)	(43)	(50)
Don't know	-	2%	-
Not ascertained	1%	-	2%
	(85)	(44)	(51)

(continued)

Table 30 continued.

Low immediacy	Somewhat economical to wasteful	Quite economical	Very economical
Students and/or their families	30%	27%	15%
Both families and taxes	28	41	17
Taxes	42	32	68
	100%	100%	100%
	(69)	(34)	(41)
Don't know	4%	-	-
Not ascertained	5%	3%	2%
	(76)	(35)	(42)

Table 31

Preferred Source(s) of Financial Support and Belief that Big Universities are Practical (within Immediacy Groups)

"If your idea of universities is very much like one of the words then put a check on the line near the word that fits...Practical - Not Practical."

High immediacy	Somewhat practical to not practical	Quite practical	Very practical
Students and/or their families	a	12%	12%
Both families and taxes		32	30
Taxes		56	58
		100%	100%
		(25)	(40)
Don't know		-	5%
Not ascertained		-	2%
			(43)

(continued)

Table 31 continued.

Moderate immediacy	Somewhat practical to not practical	practical	practical
Students and/or their families	23%	20%	18%
Both families and taxes	26	39	34
Taxes	51	41	48
	100%	100%	100%
	(35)	(59)	(85)
Don't know	-	-	1%
Not ascertained	-	2%	1%
		(60)	(87)
Low immediacy			
Students and/or their families	38%	21%	19%
Both families and taxes	28	32	27
Taxes	34	47	54
	100%	100%	100%
	(29)	(38)	(74)
Don't know	3%	3%	1%
Not ascertained	9%	-	4%
	(33)	(39)	(78)

[a]Small number of respondents in this category makes percentages meaningless.

Table 32

Preferred Source(s) of Financial Support and Belief that Big Universities are Efficient (within Occupational Groups)

"If your idea of universities is very much like one of the words then put a check on the line near the word that fits...Efficient - Not Efficient."

Blue-collar	Somewhat efficient to not efficient	Quite efficient	Very efficient
Students and/or their families	35%	17%	19%
Both families and taxes	20	25	25
Taxes	45	58	56
	100%	100%	100%
	(51)	(111)	(72)
Don't know	2%	2%	-
Not ascertained	2%	-	1%
	(53)	(113)	(73)
White-collar			
Students and/or their families	14%	17%	19%
Both families and taxes	44	32	41
Taxes	42	51	40
	100%	100%	100%
	(43)	(108)	(68)
Don't know	-	1%	1%
Not ascertained	2%	1%	1%
	(44)	(110)	(70)

Table 33

Preferred Source(s) of Financial Support and Belief that College Professors Work Harder than the Average Person (within Immediacy Groups)

"Here are some statements about college professors. Would you tell me whether you think each statement is true of almost all college professors, more than half of them, less than half, or true for only a very few?"

"College professors work harder than the average person."

	Almost all	More than half	Less than half, few or none
High immediacy			
Students and/or their families	16%	12%	17%
Both families and taxes	25	39	31
Taxes	59	49	52
	100%	100%	100%
	(32)	(41)	(35)
Don't know	3%	-	3%
Not ascertained	-	2%	5%
	(33)	(42)	(38)
Moderate immediacy			
Students and/or their families	19%	13%	25%
Both families and taxes	30	35	28
Taxes	51	52	47
	100%	100%	100%
	(69)	(104)	(87)
Don't know	1%	-	1%
Not ascertained	3%	1%	2%
	(72)	(105)	(90)

(continued)

Table 33 continued.

Low immediacy	Almost all	More than half	Less than half, few or none
Students and/or their families	5%	27%	31%
Both families and taxes	27	25	23
Taxes	68	48	46
	100%	100%	100%
	(63)	(86)	(75)
Don't know	3%	3%	4%
Not ascertained	8%	-	10%
	(71)	(89)	(88)

Table 34

Preferred Source(s) of Financial Support and Belief that a University Serves Other Functions in Addition to Teaching (within Immediacy Groups)

"Besides teaching of students, do you think a university does anything for the rest of the people in the State of Michigan?"

High immediacy	Yes	No
Students and/or their families	11%	a
Both families and taxes	35	
Taxes	54	
	100%	
	(81)	
Don't know	4%	
Not ascertained	2%	
	(86)	

(continued)

Table 34 continued.

Moderate immediacy	Yes	No
Students and/or their families	19%	28%
Both families and taxes	34	19
Taxes	47	53
	100%	100%
	(196)	(36)
Don't know	1%	8%
Not ascertained	2%	-
	(201)	(39)
Low immediacy		
Students and/or their families	22%	52%
Both families and taxes	30	17
Taxes	48	31
	100%	100%
	(159)	(42)
Don't know	2%	6%
Not ascertained	6%	4%
	(172)	(47)

[a] Small number of respondents in this category makes percentages meaningless.

Table 35

Preferred Source(s) of Financial Support and Mention of Universities as a Source of New Inventions (within Immediacy Groups)

"Do you think that most new discoveries and most of the research in finding out about new things is done in universities, industry, government, or where?"

	Universities only	Universities and others	Other only
High immediacy			
Students and/or their families	6%	19%	18%
Both families and taxes	34	37	30
Taxes	60	44	52
	100%	100%	100%
	(32)	(41)	(33)
Don't know	6%	-	-
Not ascertained	-	2%	6%
	(34)	(42)	(35)
Moderate immediacy			
Students and/or their families	19%	21%	19%
Both families and taxes	24	38	28
Taxes	57	41	53
	100%	100%	100%
	(80)	(86)	(95)
Don't know	2%	-	1%
Not ascertained	4%	1%	1%
	(85)	(87)	(97)

(continued)

Table 35 continued.

Low immediacy	Universities only	Universities and others	Other only
Students and/or their families	27%	24%	34%
Both families and taxes	13	35	27
Taxes	60	41	39
	100%	100%	100%
	(78)	(74)	(101)
Don't know	2%	4%	5%
Not ascertained	2%	6%	5%
	(82)	(82)	(113)

Table 36

Preferred Source(s) of Funds and Belief that College Professors Are Interested in Knowledge for Its Own Sake (within Immediacy Groups)

"College professors are mainly interested in knowledge for its own sake; they don't care much about its practical value."

High immediacy	Almost all, more than half	Less than half	Few or none
Students and/or their families	9%	23%	14%
Both families and taxes	32	31	33
Taxes	59	46	53
	100%	100%	100%
	(22)	(35)	(49)
Don't know	-	3%	2%
Not ascertained	4%	-	4%
	(23)	(36)	(52)

(continued)

Table 36 continued.

Moderate immediacy	Almost all, more than half	Less than half	Few or none
Students and/or their families	14%	20%	22%
Both families and taxes	30	27	33
Taxes	56	53	45
	100%	100%	100%
	(56)	(64)	(139)
Don't know	-	-	1%
Not ascertained	2%	2%	2%
	(57)	(65)	(144)
Low immediacy			
Students and/or their families	38%	37%	25%
Both families and taxes	24	20	25
Taxes	38	43	50
	100%	100%	100%
	(69)	(67)	(116)
Don't know	4%	5%	2%
Not ascertained	6%	4%	4%
	(77)	(74)	(123)

Table 37

Preferred Source(s) of Funds and Belief that College Professors Want to Make Life Better (within Immediacy Groups)

"College professors want to work on things that will make life better for the average person."

High immediacy	Almost all, most	More than half	Less than half, few or none
Students and/or their families	16%	16%	a
Both families and taxes	30	31	
Taxes	54	53	
	100%	100%	
	(57)	(38)	

(continued)

Table 37 continued.

	Almost all, most	More than half	Less than half, few or none
High immediacy			
Don't know	2%	5%	a
Not ascertained	-	-	
	(58)	(40)	
Moderate immediacy			
Students and/or their families	19%	17%	36%
Both families and taxes	32	30	32
Taxes	49	53	32
	100%	100%	100%
	(147)	(88)	(25)
Don't know	1%	-	-
Not ascertained	3%	1%	-
	(153)	(89)	
Low immediacy			
Students and/or their families	30%	30%	41%
Both families and taxes	23	24	31
Taxes	47	46	28
	100%	100%	100%
	(145)	(91)	(29)
Don't know	2%	3%	6%
Not ascertained	6%	5%	3%
	(157)	(99)	(32)

[a]Small number of respondents in this category makes percentages meaningless.

APPENDIXES

A. Sampling Methods

B. Sampling Error

Appendix A

SAMPLING METHODS

A cross-section sample of adults living in dwelling units in the State of Michigan was interviewed for this study.[1]

To select the sample of dwellings, area probability methods were used. The sampling progressed in four stages. (1) First, a probability sample of primary sampling units (counties or county groups) was selected. (2) Within the primary sampling units a probability selection of places (cities, towns and rural areas) was made. (3) Within each sample place a probability sample of dwelling units was chosen. (4) At each sample dwelling a respondent was selected at random from among the adult household members.

To ensure that the sample would have the same characteristics as the universe, stratification was used. From the eighty-three counties in Michigan, seventy-seven primary sampling units (PSU's) were created. Six strata were formed from the six PSU's with the largest populations--one PSU per stratum; each of these PSU's was included in the sample with certainty. Nearly 70% of the State's population live in these six PSU's. From the remaining PSU's, eleven strata were formed; and from each stratum one PSU was selected, with probability proportionate to size, to represent the stratum.

For the second stage of sampling, an urban-rural stratification was made within each of the seventeen sample areas.[2] Generally the largest city or town in a sample area was selected with certainty for the sample. Other urban places were stratified by size before probability selections were made to represent each

---

[1] An "adult" was defined as a person twenty-one years of age or older. For the complete definition of "dwelling unit" see U.S. Bureau of the Census, "1950 Census of Housing," Vol. I, Part I, p. xvi. It should be noted that it excludes all living quarters on military reservations, large rooming houses, residential clubs and hotel rooms, inmate quarters and other institutional accommodations, convents and monasteries.

[2] For the urban-rural definition used here see U. S. Bureau of the Census, "1950 Census of Population," Vol. I, pp. xv-xvii.

sub-group. Similarly, from the rural parts of sample areas, two classifications were formed according to the density of population: (1) rural congested areas; and (2) open country areas. By probability sampling techniques, a selection of rural areas was drawn for the sample.

To select the specific dwelling units where interviews were taken, two different procedures were used: (1) In places where an up-to-date city directory was available, addresses were selected from the street address section of the directory. The sample addresses were clustered, on the average about four within the same neighborhood. These directory addresses were supplemented by an area sample to ensure an appropriate probability of selection for dwellings located at addresses not appearing in the directory. (2) In all rural areas and in urban places for which directories were not available, a probability sample of small geographic areas or segments, averaging about four dwelling units each, was selected; within the segments all dwelling units were included in the study.

At each sample address, the interviewer was instructed to list all persons twenty-one years of age or older. From the list of adults in each dwelling unit, one was selected with equal probability.[3]

Some information on sample size and on eligible respondents, interviewed and not interviewed, is summarized below:

	Number	Percent
Occupied dwelling units with eligible respondents	1172	100.0
Interviewed	950	81.1
Not interviewed	222	18.9
Not at home	84	7.1
Refusal	63	5.4
Other	75	6.4

[3] Leslie Kish, "A Procedure for Objective Respondent Selection Within the Household," Journal of the American Statistical Association, September, 1949, Vol. 44, pp. 380-387.

Appendix B

SAMPLING ERROR

Even in a properly conducted sample interview survey, estimates are subject to error arising from various sources. The errors most generally considered are those which may arise in the interview situation itself--inaccuracies in asking, answering and recording--those which may occur during the processing of the data, and those which result from the fact that a sample, and not the entire population, is being interviewed. These last are termed "sampling errors."

Sampling errors may be thought of as the extent to which findings based on a particular sample differ from the true figures which would have been obtained had the entire population been interviewed. Various factors influence the size of such sampling errors. The size and nature of the sample are particularly important.

1. Size of the sample. In general, the larger the sample, the smaller the sampling error. An estimate based on a sample of 950 cases is less likely to be far away from the true population value than one based upon fifty or thirty-five cases.

2. Nature of the sample. With a sample of a given size, the smallest sampling error would be achieved if the interviews were widely scattered throughout the area or the population under study. In its ideal form, this kind of sample is usually prohibitively expensive. For most surveys, including this study, a compromise is made, therefore, and the interviews are "clustered" within a limited number of geographic areas. Such clustering increases the sampling error but makes possible more efficient use of interviewing staff. The procedures used for computing sampling errors in this study take into consideration the effects of this kind of sampling.

It is extremely useful to have an estimate of the size of the sampling error involved in a study. It is, of course, impossible to tell how far any particular sample estimate lies from the true population value. However, a consideration of sampling error enables us to set up a range or band of values around the sample estimate--the so-called "confidence interval"--within which the true population value should fall with a high degree of likelihood. If, for example, we observe that 45% of

our sample has given a certain answer in this study, we can say that the chances are ninety-five out of 100 that the true proportion in the total population lies somewhere in the inteval between 42% and 48%. Table A gives values for setting up such a confidence interval for groups and observed proportions of various sizes.

Table A

Approximate Sampling Error of Percentages[a]
(Expressed in percentages)

Reported Percentages	Number of Interviews						
	950	700	500	400	300	200	100
50	3.2	3.8	4.5	5.0	5.8	7.1	10.0
30 or 70	3.0	3.5	4.1	4.6	5.3	6.5	9.2
20 or 80	2.6	3.0	3.6	4.0	4.6	5.7	8.0
10 or 90	1.9	2.3	2.7	3.0	3.5	4.2	6.0
5 or 95	1.4	1.6	1.9	2.2	2.5	3.1	

[a]The "sampling error" used in this report is equal to two standard errors. It indicates the range on either side of the sample estimate within which the population value can be expected to lie ninety-five times out of 100. If a greater degree of confidence than this is required, a wider range than two standard errors should be used. On the other hand, most of the time the actual error of sampling will be less than the sampling error defined above. In about sixty-eight cases out of every 100 the population value can be expected to lie within a range of one-half the sampling error reported here (i.e., one "standard error") for the estimated sample values.

Sampling error is also relevant when an observed difference between sub-groups in the sample is being considered. Table B gives the number of percentage points required for such a difference to be considered "significant."[1] In this study, a significant difference is defined as one whose size is such that it would be expected to occur by chance alone five times in 100 or less if there were actually no difference between groups in the population.

---

[1]In the text, differences between smaller groups have been evaluated by a two-tailed t-test, using the .05 level of significance.

Table B

Approximate Sampling Error of Differences[a]
(Expressed in percentages)

For Percentages from 35% to 65%

	700	500	300	200	100
700			6.9	8.0	10.7
500		6.3	7.2	8.4	11.0
300	6.9	7.2	8.2	9.1	11.5
200	8.0	8.4	9.1	10.0	12.2
100	10.7	11.0	11.5	12.2	14.1

For Percentages around 20% and 80%

	700	500	300	200	100
700			5.5	6.4	8.6
500		5.1	5.8	6.7	8.8
300	5.5	5.8	6.5	7.3	9.2
200	6.4	6.7	7.3	8.0	9.8
100	8.6	8.8	9.2	9.8	11.3

For Percentages around 10% and 90%

	700	500	300	200	100
700			4.1	4.8	6.4
500		3.8	4.3	5.0	6.6
300	4.1	4.3	4.9	5.5	6.9
200	4.8	5.0	5.5	6.0	7.3
100	6.4	6.6	6.9	7.3	8.5

For Percentages around 5% and 95%

	700	500	300	200	100
700			3.0	3.5	
500		2.8	3.1	3.6	
300	3.0	3.1	3.6	4.0	
200	3.5	3.6	4.0	4.4	

[a] The values shown are the differences required for significance (two standard errors) in comparison of percentages derived from two different subgroups of the current survey. See Footnote a, Table A.

These sampling errors were estimated by the following procedure. Sixty variables were chosen to represent a range of the most important results of the survey and their sampling errors were computed using formulas which take full account of the complexity of the sample design. (A detailed presentation of this method can be found in Leslie Kish and Irene Hess, "On Variance of Ratios and of their Differences in Multi-stage Samples," Journal of the American Statistical Association, 54, June, 1959, pp. 416-446.) Results of these computations led to the conclusion that the sampling errors on this survey varied around the values that a simple random sample would have yielded. This would be a standard error of $\sqrt{PQ/n}$ for a percentage P based on a sample of n cases; the standard error of a difference near P would be $\sqrt{PQ\ (\frac{1}{n_1} + \frac{1}{n_2})}$ where n_1 and n_2 are the sizes of the two samples being compared. These are the values presented for the reader's convenience in Tables A and B.

Usually clustered samples have larger sampling errors than simple random samples. The relatively low sampling errors of this sample are due in part to its great spread. About 69% of the sample comes from the large cities and metropolitan areas of Michigan; in most of these cases the primary sample consisted of stratified "clusters" of addresses averaging three interviews. This amount of clustering seems to result in little increase of the sampling error.

The sampling error does not measure the <u>total</u> error involved in specific survey estimates since it does not include non-response and reporting errors.